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ABSTRACT

To gather data on the current and future educational needs of local high school students, Johnson County Community College (JCCC), in Kansas, conducted a study of county students' career and educational interests. Questionnaires were administered to 9th through 12th graders in selected classes in local high school districts, resulting in 13,966 completed surveys. Study findings, with comparative data from a similar 1987 survey, included the following: (1) the percent of respondents indicating their high school emphasis as "preparation for college" decreased from 62% in 1987 to 58% in 1994; (2) respondents reporting mostly A or B grades increased from 40% in 1987 to 58% in 1994; (3) 54% indicated interest in tech prep, with interest strongest among males, younger students, and those with grades in the middle ranges; (4) the greatest percentage of respondents expressed interest in either allied health careers, commercial art-computer graphics, computer programming, auto body repair, auto mechanics, or early childhood education; (5) the percentage of students who felt high school had provided more than adequate preparation for the future increased from 41% to 46%; (6) 65% perceived a need for financial aid; (7) 44% were employed at the time of the survey and 36% working over 20 hours per week; (8) 11% had no plans to attend school immediately following graduation, 63% planned to attend school full-time, and nearly 85% planned to earn a bachelor's degree or higher; and (9) most popular career fields were business, health, engineering, fine or performing arts, and law, however the percentage preferring business declined from 25% to 14% between 1987 and 1994, while health careers increased from 8% to 14%. (The survey instrument is appended.) (KP)

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Career and Educational Interests of Johnson County Public High School Students

December 1994

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CAREER AND EDUCATIONAL INTERESTS

OF JOHNSON COUNTY

PUBLIC HIGH SCHOOL STUDENTS

Johnson County Community College
Office of Institutional Research
12345 College Boulevard
Overland Park, KS 66210-1299

December 1994

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During the summer of 1994, a committee comprised of representatives from each of the Johnson County public school districts and Johnson County Community College (JCCC) agreed to sponsor the fourth joint research project designed to determine the career and educational interests of the county's public high school students. Results of these studies provide valuable insights into the current and future educational needs of Johnson County public high school students, and assist the public school districts and the college in planning to meet the individual needs of future students.

The Office of Institutional Research at JCCC, in conjunction with representatives from each of the public school districts, was charged with implementation of the research design. The survey was administered in classes selected by each school district representative to include as many 9th, 10th, 11th and 12th graders as possible. A total of 13,966 surveys were completed.

A summary of major findings of the study follows. Tables detailing results of the survey are located in Appendix A, and the survey instrument is located in Appendix B. A list of tables is provided at the beginning of Appendix A to facilitate location of specific data. Findings are presented by high school as often as possible to enhance the usefulness of results. A report of findings for each individual high school is also forthcoming.

Comments or questions regarding this report or previous follow-up studies of Johnson County public high school students may be directed to:

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MAJOR FINDINGS

Although many of the findings from the 1994 study of Johnson County public high school students parallel findings from previous studies, several interesting differences and trends were evident. Highlights of findings are outlined below.

High School Preparation

* The percent of respondents who indicated their high school emphasis as "preparation for college" decreased from 62% in 1987 to 57% in 1994, while the percent viewing their high school emphasis as "preparation for life" increased from 24% in 1987 to 28% in 1994. The greatest percent of respondents indicating a high school emphasis of "preparation for college" were attending either Blue Valley North, Blue Valley Northwest, Shawnee Mission East, Shawnee Mission South, or Olathe South High Schools. See Tables 1 and 4.

* The percent of respondents who reported high school grades of mostly A or mostly A & B increased substantially, from 40% in 1987 to 58% in 1994. Conversely, the percent of respondents who reported high school grades of mostly less than C decreased from 12% in 1987 to 7% in 1994. Substantial differences in self-reported grades were evident between high schools. Only two schools, Gardner-Edgerton and Shawnee Mission North, exhibited grade distributions representative of a normal distribution. See Tables 1 and 5.

Technical Program Interests

* Although the majority of respondents indicated little familiarity with the tech prep concept, nearly 54% were at least somewhat interested in learning more about tech prep and possibly enrolling in the program. Interest appeared to be the strongest among males, younger students, and those who reported grades in the middle ranges (mostly A & B or mostly B & C). See Tables 7 to 9. These findings indicate a strong potential market for tech prep which should be explored by the high schools and the college.

* The greatest percent of respondents expressed interest in enrolling in either allied health careers, commercial art/computer graphics, computer programming, auto body repair, auto mechanics, or early childhood education while in high school. Of least interest were residential electricity, warehousing & distribution, and welding. Substantial differences in areas of interest were evident by gender, class level, and self-reported grades. See Tables 10 to 13.

Educational and Work Experiences

* The percent of respondents who felt their high school had provided more than adequate preparation for the future increased from 41% in 1987 to 46% in 1994, while the percent who indicated they had received less than adequate or poor preparation decreased slightly, from 3% in 1987 to 2% in 1994. These evaluations were identical for males and females, but declined with class level and with lower self-reported grades. See Tables 14 and 15.

* A greater percent of 1994 than 1987 respondents indicated a need for additional assistance in several areas. Of particular note were differences in the perceived need for assistance in securing scholarships or financial aid (65% vs. 54%), gaining practical work experience in their chosen career field (58% vs. 53%), and developing job-hunting/interviewing skills (54% vs. 48%). The perceived need for assistance varied substantially by gender, class level, and self-reported grades. See Tables 14 and 16.

* Less than half of all respondents were employed at the time the survey was administered in fall of 1994 (44%), about the same percent as reported for previous surveys. More males than females held jobs (47% vs. 43%), and substantially more seniors than freshmen were employed (72% vs. 19%). Of note was the strong inverse relationship between the percent who held jobs and self-reported grades. Only 35% of A students held jobs, compared to 55% of respondents who reported grades of less than C. See Tables 17 to 19.

* Two out of three respondents who held jobs worked 20 hours or less per week. A greater percent of males than females worked over 20 hours per week (36% vs. 27%), and a greater percent of seniors worked over 20 hours per week than respondents in other grade levels (38% of 12th graders vs. 35% of 11th graders, 24% of 10th graders, and 19% of 9th graders). Nearly 48% of respondents who reported grades of less than C worked over 20 hours per week compared to just 17% of A students. See Tables 17 to 19.

Career and Educational Plans

* Only 11% of respondents had no plans to attend school immediately following graduation, down from 13% in 1987. Nearly 63% planned to attend school full-time, and nearly 85% planned to eventually earn a bachelor's degree or higher. More females than males planned to attend school full-time after high school, immediately begin working toward a degree, and ultimately earn a bachelor's degree or higher. Educational ambition increased with grade level and decreased in parallel to self-reported grades. See Tables 20 to 23.

* The most popular career fields remained business, health, engineering, fine or performing arts, and law/justice system. However, the percent of respondents indicating a preference for business declined substantially, from 25% in 1987 to 14% in 1994, and the percent indicating a preference for health careers increased from 8% to 14%. Substantial differences in career preferences were evident by gender, class level, and self-reported grades. See Tables 27 to 30.

College/University Preferences

* Out-of-area colleges were the first choice to attend for 41% of respondents, 28% preferred The University of Kansas, and 13% preferred JCCC. Nearly 27% of respondents reporting grades of less than C planned to attend JCCC, and over 18% of seniors indicated JCCC as their first choice college to attend. This is an interesting finding given that approximately 25% of graduating Johnson County high school seniors attend JCCC the following fall semester. See Tables 32 and 33.

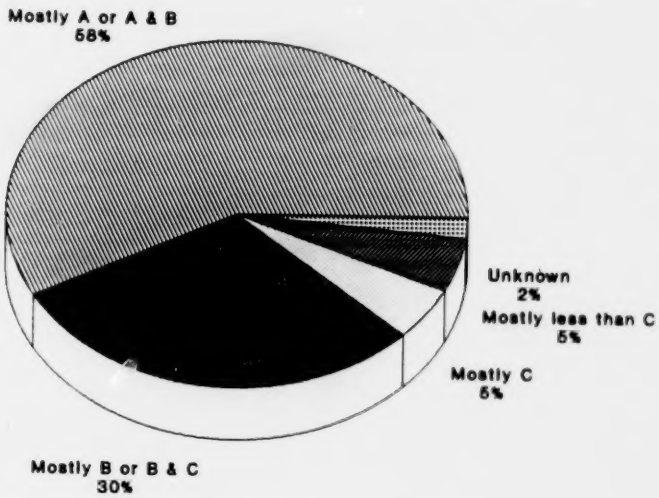
HIGH SCHOOL GRADES

On the average, what kind of grades are today's public high school students earning? Are their grades higher or lower than those reported by former survey respondents?

One index of high school student performance is the grades they receive. Thus, each study of public high school students has included a questions about average grades earned. As Figure 1 depicts, the vast majority of respondents reported earning above average grades.

Of particular note is the substantial increase in the percent of students who reported earning mostly A's. Over 20% of respondents to the 1994 survey reported earning mostly A's compared to 15% in 1991 and 13% in 1987. Higher grades were particularly prevalent in the Blue Valley District. See Tables 1 and 5.

Figure 1
Self-Reported High School Grades
Career Program Completers



HIGH SCHOOL EMPHASIS

How are public high school students preparing for their future while in high school, and what is the highest level of education they plan to achieve?

There is a major discrepancy between students' emphasis in high school and what they say they plan to do afterward. Survey results indicate the course of study being followed in high school is inconsistent with future educational plans for a substantial percent of public high school students. As Figure 2 depicts, only 57% of 1994 respondents were following a college preparatory course of study while in high school, yet as shown in Figure 3, fully 85% of respondents indicated they planned to earn a bachelor's degree or higher. See Table 1 and Tables 20 to 23.

Figure 2
High School Emphasis

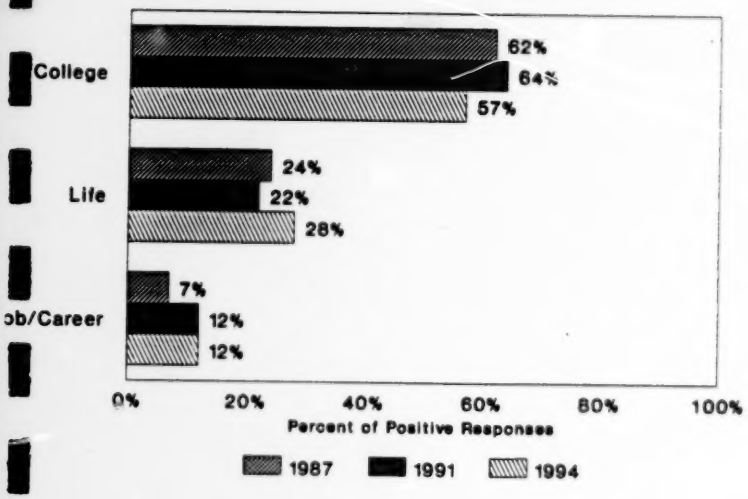
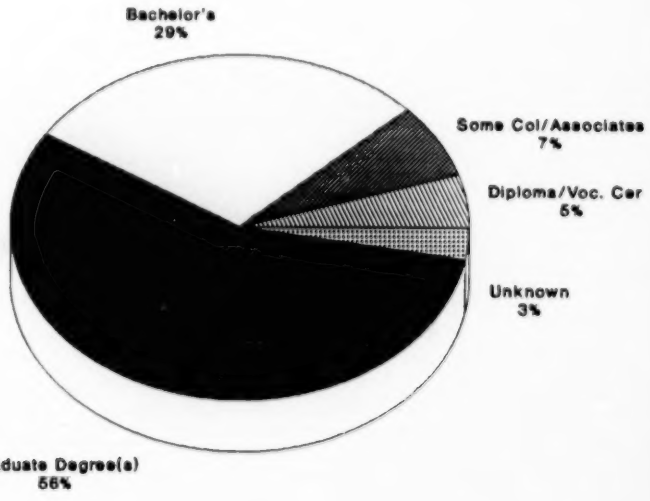


Figure 3
Highest Level of Education Planned



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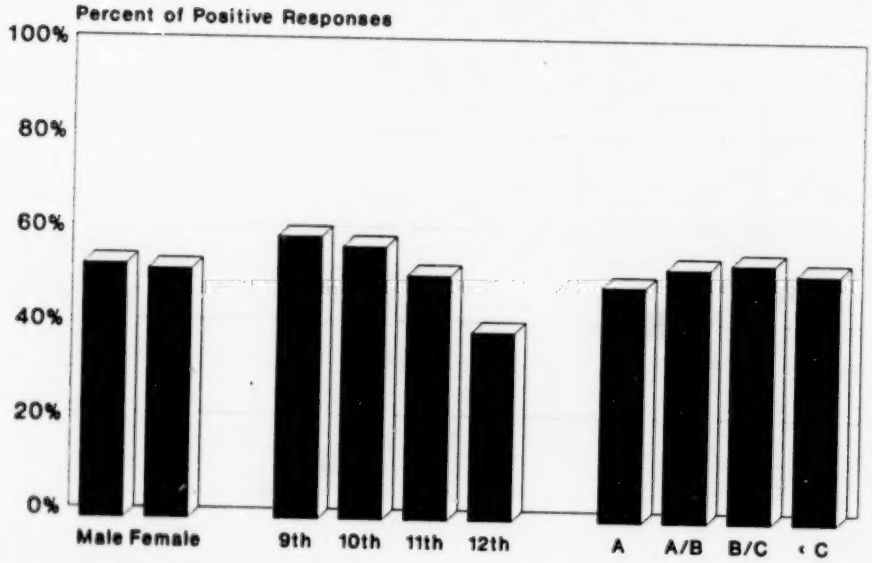
TECHNICAL PROGRAM INTEREST

How much interest is there in following a tech prep course of study, and which students have expressed interest?

Although only one in five respondents indicated familiarity with tech prep, the majority nonetheless were either very interested or somewhat interested in learning more about the concept and possibly enrolling in a tech prep course of study at their high school. These findings indicate a substantial potential market for tech prep which should be taken advantage of by the current tech prep consortium. As Figure 4 depicts, interest was fairly equal between males and females, and was substantially greater among 9th and 10th graders than among students in the 11th or 12th grades. Note also that a slightly greater percent of respondents who reported grades in the middle ranges expressed interest than those earning mostly A's or mostly less than C. See Tables 6 to 9.

Figure 4
Interest in Tech Prep



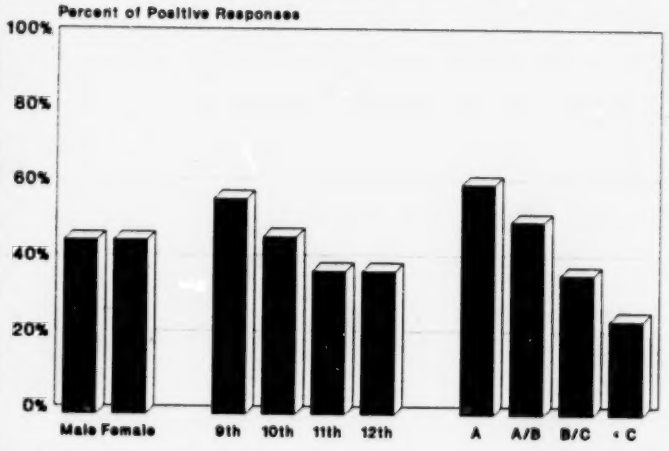
Note. Results reflect "very interested" and "somewhat interested" responses combined.

How do students view their high school preparation, and in which areas is additional assistance needed?

Although the majority of respondents to the 1994 survey rated their high school preparation for the future as at least adequate, only 46% indicated they were either more than adequately prepared or very well prepared. The evaluations were essentially identical for males and females, but declined substantially with class level and self-reported grades, as Figure 5 depicts.

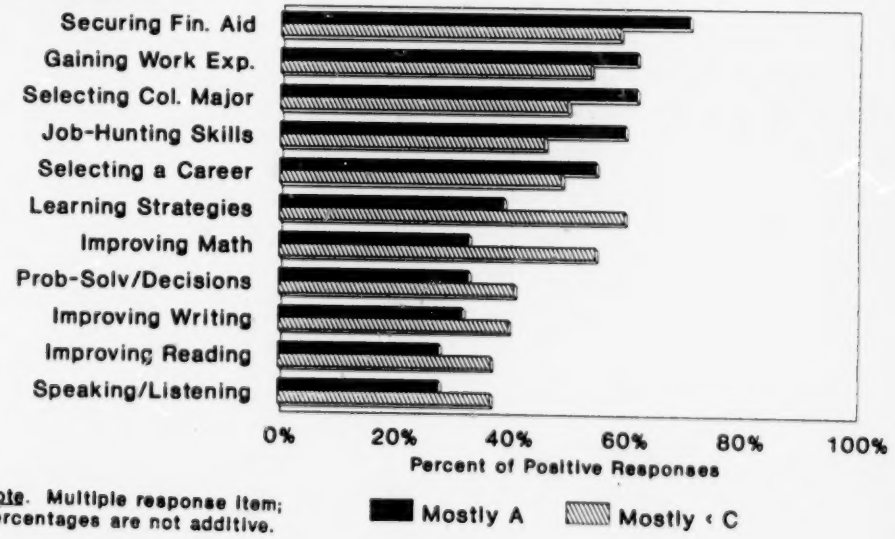
Predictably, a greater percent of respondents with lower self-reported grades indicated a need for additional assistance in learning strategies and academic areas, while a greater percent of respondents with self-reported grades of mostly A expressed a need for additional assistance in various nonacademic areas as detailed in Figure 6. See Tables 14 to 16.

Figure 5
Evaluation of High School Preparation



...s. Results reflect 'very good' and ...ore than adequate' responses combined.

Figure 6
Areas Where Assistance is Needed



Note. Multiple response item; percentages are not additive.

EMPLOYMENT PROFILE

What percent of Johnson County public high school students work? Is there any relationship between the hours worked in a job and respondents' class level or self-reported grades?

Only 44% of respondents to the 1994 survey held jobs, and a majority worked 20 hours per week or less. As Figure 7 depicts, slightly more males than females were employed, and the propensity to work tended to increase dramatically with class level and with declining grades. Less than 19% of freshmen held jobs compared to over 72% of seniors. By the same token, only 35% of respondents who reported grades of mostly A were employed compared to 55% of respondents earning grades of mostly less than C. Similar dramatic differences are evident in Figure 8 which shows the average number of hours worked per week as a function of class level and self-reported grades, respectively. See Tables 17 to 19.

Figure 7
Employment Status

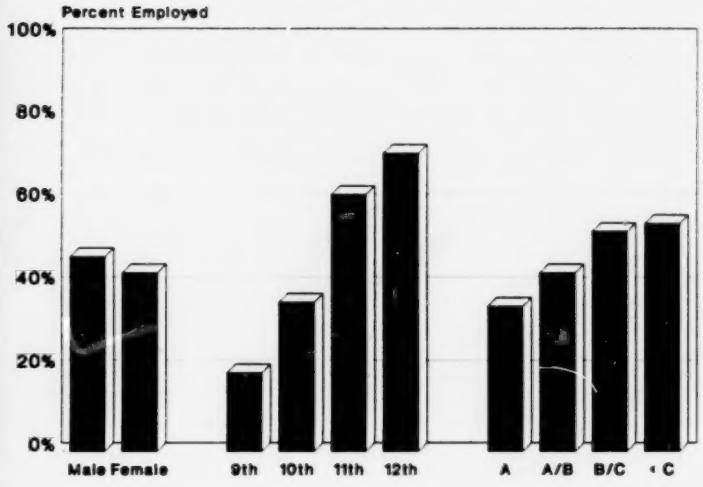
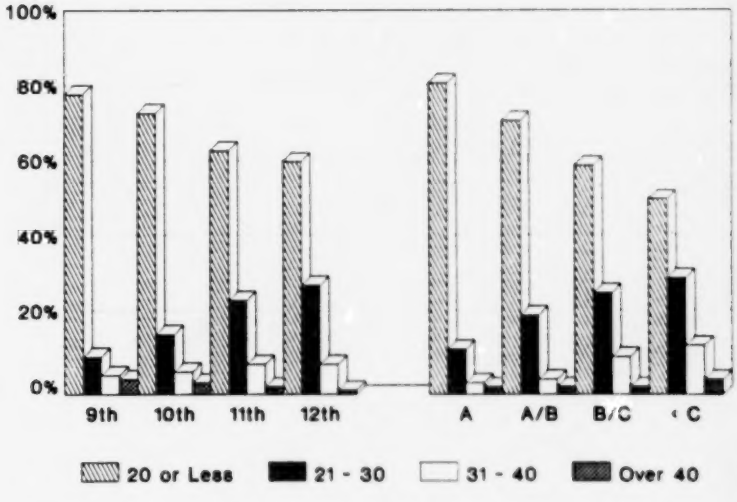


Figure 8
Hours/Week for Employed Respondents



FACTORS INFLUENCING COLLEGE CHOICE

What primary factors do the most high school students consider major influences when deciding which college or university to attend?

The characteristics of a college considered most influential by Johnson County high school students provide valuable clues to the sincerity of students' future educational plans and their dedication to their studies. These data might also assist colleges and universities in targeting appropriate areas on which to focus their marketing efforts.

As Figure 9 depicts, the three college characteristics deemed most influential to the greatest percent of respondents to the 1994 survey all dealt with issues surrounding a quality education; high quality teaching, a wide range of academic courses, and a good academic reputation. Least influential were characteristics unrelated to the quality of the institution's educational offerings: the college's religious orientation, whether or not it was located near home, and whether it was considered to have high social prestige. Interestingly, in spite of the rising cost of a college education, cost factors are a major influence for less than half of the respondents. See Table 31.

Figure 9
Major Influences in College Choice

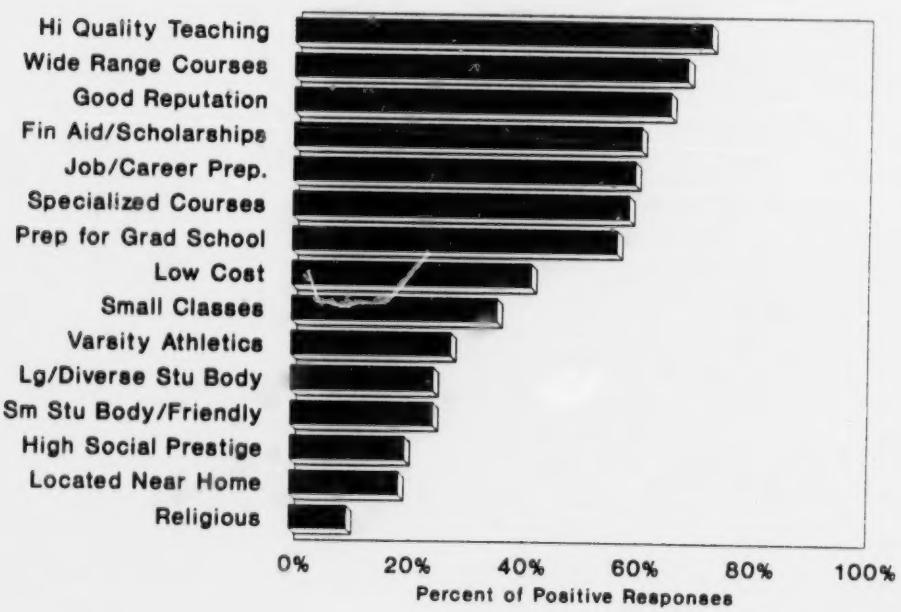


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Table 1

PROFILE OF RESPONDENTS

	Number of 1994 Responses	1994 Percent	1991 Percent	1987 Percent
Gender				
Male	6,844	49.0%	49.2%	50.3%
Female	6,870	49.2	49.3	49.5
Unknown	252	1.8	1.5	0.2
Class Level				
Freshman	4,040	28.9%	28.8%	27.2%
Sophomore	3,624	25.9	25.9	27.1
Junior	3,179	22.8	23.3	25.5
Senior	3,098	22.2	21.8	20.0
Unknown	25	0.2	0.2	0.2
High School Emphasis				
Prepare for college	8,013	57.4%	63.7%	61.5%
General preparation for life	3,829	27.6	22.4	23.8
Prepare for employment or career[1]	n.a	n.a	12.3	7.1
Prepare for specific career[1]	1,132	8.1	n.a	n.a
Gain skills for employment[1]	583	4.2	n.a	n.a
Other/unknown	409	2.7	1.6	7.6
Self-Reported High School Grades				
Mostly A	2,807	20.1%	14.7%	12.5%
Mostly A & B	5,245	37.6	31.7	27.4
Mostly B	1,516	10.9	12.3	11.3
Mostly B & C	2,674	19.1	23.8	27.4
Mostly C	715	5.1	7.8	9.8
Mostly less than C	669	4.8	8.2	9.7
Unknown	340	2.4	1.5	1.9

Note. [1] The 1987 and 1991 surveys utilized a single question which read, "Prepare for employment or a career." This question was replaced by two separate questions in 1994.

Table 2

ATTENDANCE CENTER

	Number of 1994 Responses	1994 Percent	1991 Percent	1987 Percent
Blue Valley	669	4.8%	6.0%	3.5%
Blue Valley North	662	4.7	8.1	6.1
Blue Valley Northwest	1,002	7.2	0.0	0.0
DeSoto	512	3.7	3.4	3.6
Gardner-Edgerton	485	3.5	2.9	3.9
Olathe East	1,263	9.0	0.0	0.0
Olathe North	1,221	8.7	14.6	10.6
Olathe South	1,317	9.4	9.0	8.4
Shawnee Mission A.E.P.	133	1.0	n.a	n.a
Shawnee Mission East	1,006	7.2	11.8	10.7
Shawnee Mission North	1,489	10.7	10.9	9.1
Shawnee Mission NW	1,131	8.1	9.9	13.1
Shawnee Mission South	1,323	9.5	10.6	13.3
Shawnee Mission West	1,423	10.2	10.0	15.3
Spring Hill	330	2.4	2.7	2.3
Unknown	0	0.0	0.1	0.1
District Totals				
Blue Valley District	2,333	16.7%	14.1%	9.6%
DeSoto	512	3.7	3.4	3.6
Gardner	485	3.5	2.9	3.9
Olathe	3,801	27.2	23.6	19.0
Shawnee Mission	6,505	46.6	53.2	61.5
Spring Hill	330	2.4	2.7	2.3
Unknown	0	0.0	0.1	0.1
Area Vocational/Technical School Also Attended [1]				
Olathe AVTS	78	0.6%	n.a	n.a
Broadmoor Center	43	0.3	n.a	n.a

Note. [1] Attendance at a Vocational/Technical Center was not analyzed separately in 1987 and 1991. Students attending either the Olathe AVTS or the Broadmoor Center are also enrolled at one of the schools listed above.

Table 3

CLASS LEVEL BY ATTENDANCE CENTER

	Number of Responses	Class Level 9th	10th	11th	12th
Blue Valley	669	34.8%	25.4%	16.1%	23.6%
Blue Valley North	662	32.9	32.0	19.3	15.7
Blue Valley Northwest	1,001	29.0	26.2	22.3	22.6
DeSoto	511	24.5	29.9	18.6	27.0
Gardner-Edgerton	484	31.2	26.4	22.3	20.0
Olathe East	1,262	30.0	28.2	21.7	20.0
Olathe North	1,216	32.5	21.7	27.6	18.2
Olathe South	1,314	32.4	25.0	22.1	20.5
Shawnee Mission A.E.P.	132	22.0	18.2	30.3	29.5
Shawnee Mission East	1,003	31.4	21.3	24.0	23.2
Shawnee Mission North	1,487	28.6	26.3	23.2	21.9
Shawnee Mission NW	1,127	26.8	29.5	21.9	21.7
Shawnee Mission South	1,321	22.6	25.1	25.8	26.4
Shawnee Mission West	1,422	25.5	26.2	23.0	25.3
Spring Hill	330	27.0	25.5	23.0	24.5
Total	13,941	29.0%	26.0%	22.8%	22.2%
Other Attendance Center					
Olathe AVTS	78	6.4%	1.3%	37.2%	55.1%
Broadmoor Center	43	0.0	2.3	32.6	65.1
Total	121	4.1%	1.7%	35.5%	58.7%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding). Students attending either the Olathe AVTS or the Broadmoor Center are also enrolled at one of the schools listed above.

Table 4

HIGH SCHOOL EMPHASIS BY ATTENDANCE CENTER

	Number of Responses	Preparation for: College	Job	Career	Life
Blue Valley	663	59.6%	2.4%	5.6%	32.4%
Blue Valley North	660	69.8	1.5	4.7	24.0
Blue Valley Northwest	996	63.3	2.3	5.8	28.6
DeSoto	509	53.8	5.9	8.6	31.7
Gardner-Edgerton	475	54.7	5.9	10.5	28.8
Olathe East	1,250	59.9	3.5	8.2	28.4
Olathe North	1,208	59.0	5.3	8.8	26.9
Olathe South	1,305	60.5	4.6	6.5	28.4
Shawnee Mission A.E.P.	132	27.3	6.8	8.3	57.6
Shawnee Mission East	998	62.7	2.1	6.8	28.4
Shawnee Mission North	1,481	49.0	5.8	10.4	34.8
Shawnee Mission NW	1,122	57.3	5.0	8.7	29.0
Shawnee Mission South	1,316	61.0	3.4	8.1	27.5
Shawnee Mission West	1,414	53.2	5.2	10.5	31.1
Spring Hill	327	47.7	5.2	9.8	37.3
Total	13,856	57.8%	4.2%	8.2%	29.8%
Other Attendance Center					
Olathe AVTS	78	28.2%	10.3%	25.6%	35.9%
Broadmoor Center	43	18.6	18.6	25.6	37.2
Total	121	24.8%	13.2%	25.6%	36.4%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding). Students attending either the Olathe AVTS or the Broadmoor Center are also enrolled at one of the schools listed above.

Table 5

SELF-REPORTED GRADES BY ATTENDANCE CENTER

	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly < C
Blue Valley	641	23.4%	41.8%	27.0%	7.8%
Blue Valley North	641	29.2	44.0	23.6	3.3
Blue Valley Northwest	980	29.8	41.2	23.1	5.9
DeSoto	505	21.0	38.4	31.5	9.1
Gardner-Edgerton	479	14.2	36.1	35.5	14.2
Olathe East	1,236	22.9	39.6	27.7	9.9
Olathe North	1,200	22.7	37.4	29.1	10.8
Olathe South	1,288	24.1	38.0	28.7	9.1
Shawnee Mission A.E.P.	127	5.5	22.0	40.9	31.5
Shawnee Mission East	951	22.3	40.4	29.7	7.7
Shawnee Mission North	1,461	13.8	33.4	38.0	14.9
Shawnee Mission NW	1,112	20.1	36.2	32.8	10.9
Shawnee Mission South	1,293	18.6	42.6	30.5	8.4
Shawnee Mission West	1,392	16.5	37.4	34.3	11.9
Spring Hill	320	7.5	38.4	39.1	15.0
Total	13,626	20.6%	38.5%	30.8%	10.1%
Other Attendance Center					
Olathe AVTS	78	7.7%	17.9%	50.0%	24.4%
Broadmoor Center	39	10.3	15.4	48.7	25.6
Total	117	8.5%	17.1%	49.6%	24.8%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding). Students attending either the Olathe AVTS or the Broadmoor Center are also enrolled at one of the schools listed above.

Table 6

FAMILIARITY WITH TECH PREP BY ATTENDANCE CENTER

	Number of Responses	Currently Enrolled	Very Familiar	Somewhat Familiar	Not Very Familiar	Not at all Familiar
Blue Valley	644	1.4%	3.6%	18.2%	30.6%	46.3%
Blue Valley North	645	2.2	1.4	15.2	29.8	51.5
Blue Valley Northwest	970	2.1	3.2	10.9	29.1	54.7
DeSoto	497	3.2	5.2	23.1	33.0	35.4
Gardner-Edgerton	475	6.1	7.8	20.8	35.2	30.1
Olathe East	1,238	2.1	4.2	18.0	28.8	46.8
Olathe North	1.193	2.4	3.7	15.3	26.2	52.4
Olathe South	1,288	2.6	3.7	18.9	32.3	42.4
Shawnee Mission A.E.P.	126	3.2	7.1	22.2	21.4	46.0
Shawnee Mission East	978	2.8	2.2	10.9	25.6	58.5
Shawnee Mission North	1,431	3.6	2.7	15.7	28.2	49.9
Shawnee Mission NW	1,090	3.3	4.2	13.6	28.4	50.5
Shawnee Mission South	1,285	4.0	3.3	13.9	28.4	50.4
Shawnee Mission West	1,386	4.8	2.8	15.4	26.7	50.4
Spring Hill	322	5.6	5.9	25.8	34.8	28.0
Total	13,568	3.2%	3.6%	16.0%	28.9%	48.3%
Other Attendance Center						
Olathe AVTS	70	27.1%	5.7%	11.4%	22.9%	32.9%
Broadmoor Center	37	13.5	8.1	16.2	10.8	51.4
Total	107	22.4%	6.5%	13.1%	18.7%	39.3%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding). Students attending either the Olathe AVTS or the Broadmoor Center are also enrolled at one of the schools listed above.

Table 7

FAMILIARITY WITH TECH PREP BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Currently Enrolled	Very Familiar	Somewhat Familiar	Not Very Familiar	Not at all Familiar
Gender						
Male	6,616	3.9%	4.4%	16.5%	26.6%	48.5%
Female	6,750	2.4	2.7	15.3	31.3	48.3
Class Level						
Freshman	3,928	2.0%	2.6%	13.0%	27.6%	54.8%
Sophomore	3,525	2.5	3.1	17.2	30.3	46.8
Junior	3,090	3.9	4.5	16.7	30.5	44.4
Senior	3,007	4.7	4.5	17.6	27.5	45.8
Self-Reported Grades						
Mostly A	2,767	2.3%	2.5%	14.2%	28.8%	52.2%
Mostly A and B	5,141	2.7	3.3	15.0	30.2	48.8
Mostly B and C	4,054	3.9	4.4	18.8	28.8	44.1
Mostly less than C	1,322	4.2	4.5	14.8	25.1	51.4

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 8

INTEREST IN TECH PREP BY ATTENDANCE CENTER

	Number of Responses	Very Interested	Somewhat Interested	Not Very Interested	Not at all Interested
Blue Valley	645	7.9%	42.9%	30.7%	18.4%
Blue Valley North	648	8.6	40.4	30.9	20.1
Blue Valley Northwest	970	8.1	40.1	32.7	19.1
DeSoto	500	17.8	39.4	25.2	17.6
Gardner-Edgerton	460	17.8	44.3	25.4	12.4
Olathe East	1,236	11.8	47.4	27.3	13.4
Olathe North	1,186	9.9	44.4	29.5	16.2
Olathe South	1,280	10.8	44.5	27.7	17.0
Shawnee Mission A.E.P.	127	15.7	42.5	17.3	24.4
Shawnee Mission East	965	6.1	37.6	31.7	24.6
Shawnee Mission North	1,434	11.9	42.5	28.7	16.9
Shawnee Mission NW	1,087	9.3	41.7	32.5	16.6
Shawnee Mission South	1,269	9.5	40.1	32.1	18.3
Shawnee Mission West	1,359	12.4	44.2	27.5	15.9
Spring Hill	313	7.7	43.8	33.9	14.7
Total	13,479	10.6%	42.5%	29.5%	17.4%
District Totals					
Blue Valley	2,263	8.2%	41.0%	31.6%	19.2%
DeSoto	500	17.8	39.4	25.2	17.6
Gardner-Edgerton	460	17.8	44.3	25.4	12.4
Olathe	3,702	10.9	45.4	28.2	15.6
Shawnee Mission	6,241	10.3	41.5	30.0	18.2
Spring Hill	313	7.7	43.8	33.9	14.7
Other Attendance Center					
Olathe AVTS	62	27.4%	38.7%	21.0%	12.9%
Broadmoor Center	37	18.9	35.1	24.3	21.6
Total	99	24.2%	37.4%	22.2%	16.2%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding). Students attending either the Olathe AVTS or the Broadmoor Center are also enrolled at one of the schools listed above.

Table 9

INTEREST IN TECH PREP BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Very Interested	Somewhat Interested	Not Very Interested	Not at all Interested
Gender					
Male	6,576	11.7%	42.0%	27.9%	18.4%
Female	6,700	9.3	43.2	31.2	16.3
Class Level					
Freshman	3,912	10.1%	49.7%	27.7%	12.5%
Sophomore	3,522	13.3	44.6	28.3	13.7
Junior	3,062	10.5	41.6	30.9	16.9
Senior	2,962	7.9	31.6	32.0	28.5
Self-Reported Grades					
Mostly A	2,742	9.2%	40.3%	30.1%	20.5%
Mostly A and B	5,090	10.0	43.9	30.5	15.6
Mostly B and C	4,032	11.3	43.3	29.1	16.3
Mostly less than C	1,328	12.7	40.4	26.7	20.3

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 10

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL WHILE IN HIGH SCHOOL

High School Program	Number of Responses	Percent
Allied health careers	2,665	19.5%
Commercial art/computer graphics	1,261	9.2
Computer programming	1,159	8.5
Auto body repair	1,005	7.4
Auto mechanics	842	6.2
Early childhood education	819	6.0
Cosmetology	577	4.2
Carpentry	345	2.5
Drafting, computer-aided	320	2.3
Electronics	284	2.1
Fashion merchandising	248	1.8
TV & radio production	201	1.5
Fashion design & construction	191	1.4
Appliance repair	169	1.2
Drafting, technical	142	1.0
Food production	123	0.9
Office & secretarial skills	120	0.9
Consumer home economics	105	0.8
Graphic arts (printing)	100	0.7
Biomedical equipment repair	96	0.7
Computer repair	92	0.7
Building & grounds maintenance	87	0.6
Word processing	70	0.5
Geographic mapping technology	61	0.4
Robotic & computer numerical control machining	36	0.3
Machine shop & maintenance	28	0.2
Copy machine repair	26	0.2
Older adult care	26	0.2
Small engine repair	24	0.2
TV/VCR/CD repair	24	0.2
Plumbing	23	0.2
Welding	19	0.1
Warehousing & distribution	9	0.1
Residential electricity	5	0.0
Other/unknown	541	4.0
No plans to enroll	1,830	13.4

Note. Multiple response item; numbers and percentages are not additive. Unknowns have been excluded.

Table 11

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL BY GENDER

High School Program	Number of Responses	Male	Female
Allied health careers	2,630	8.8%	30.2%
Commercial art/computer graphics	1,233	9.8	8.5
Computer programming	1,144	11.8	5.3
Auto body repair	990	13.2	1.6
Auto mechanics	824	10.2	2.1
Early childhood education	811	1.1	10.9
Cosmetology	574	0.4	8.1
Carpentry	334	4.3	0.7
Drafting, computer-aided	316	3.8	0.9
Electronics	276	3.8	0.3
Fashion merchandising	242	0.2	3.4
TV & radio production	197	1.8	1.2
Fashion design & construction	187	0.2	2.5
Appliance repair	166	2.1	0.4
Drafting, technical	141	1.4	0.7
Food production	119	1.2	0.5
Office & secretarial skills	119	0.4	1.3
Consumer home economics	103	0.3	1.2
Graphic arts (printing)	100	0.8	0.7
Biomedical equipment repair	96	1.0	0.5
Computer repair	91	1.2	0.2
Building & grounds maintenance	86	1.0	0.3
Word processing	68	0.5	0.5
Geographic mapping technology	59	0.7	0.1
Robotic & computer numerical control machining	35	0.5	0.0
Machine shop & maintenance	26	0.4	0.0
Older adult care	25	0.2	0.2
TV/VCR/CD repair	24	0.3	0.1
Copy machine repair	23	0.3	0.1
Small engine repair	23	0.3	0.1
Plumbing	22	0.3	0.0
Welding	17	0.2	0.0
Warehousing & distribution	9	0.1	0.0
Residential electricity	5	0.1	0.0
Other/unknown	533	4.3	3.7
No plans to enroll	1,812	13.2	13.8

Note. Multiple response item; numbers and percentages are not additive. Unknowns have been excluded.

Table 12

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL BY CLASS LEVEL

High School Program	Number of Responses	Class Level 9th	10th	11th	12th
Allied health careers	2,660	18.9%	20.9%	19.6%	18.5%
Commercial art/computer graphics	1,260	9.5	9.3	8.7	9.3
Computer programming	1,157	9.0	8.7	7.8	8.3
Auto body repair	1,002	7.6	8.1	7.5	5.9
Early childhood education	818	6.3	5.8	6.2	5.7
Auto mechanics	842	6.9	6.3	5.8	5.4
Cosmetology	577	4.3	4.3	4.6	3.7
Carpentry	345	2.0	2.9	2.6	2.7
Drafting, computer-aided	320	2.2	2.8	2.1	2.2
Electronics	284	2.4	2.3	1.9	1.6
Fashion merchandising	248	2.0	2.1	1.8	1.4
TV & radio production	201	1.6	1.4	1.1	1.9
Fashion design & construction	191	2.2	1.2	1.1	0.8
Appliance repair	169	1.6	1.3	1.0	0.9
Drafting, technical	142	1.4	1.3	0.7	0.6
Food production	123	1.0	0.6	1.1	0.9
Office & secretarial skills	120	0.6	0.8	1.2	1.0
Consumer home economics	104	0.9	0.6	0.7	0.8
Graphic arts (printing)	100	0.6	0.6	0.9	0.9
Biomedical equipment repair	96	0.5	0.6	1.0	0.8
Computer repair	92	0.6	0.7	1.0	0.5
Building & grounds maintenance	87	0.5	0.5	0.7	0.9
Word processing	70	0.3	0.6	0.4	0.8
Geographic mapping technology	60	0.4	0.4	0.4	0.6
Robotic & computer machining	36	0.5	0.3	0.1	0.1
Machine shop & maintenance	28	0.3	0.2	0.2	0.2
Copy machine repair	26	0.3	0.1	0.2	0.2
Older adult care	25	0.2	0.2	0.2	0.1
Small engine repair	24	0.1	0.2	0.3	0.2
TV/VCR/CD repair	24	0.3	0.1	0.1	0.2
Plumbing	23	0.2	0.2	0.1	0.2
Welding	19	0.2	0.1	0.0	0.3
Warehousing & distribution	9	0.0	0.1	0.1	0.1
Residential electricity	5	0.1	0.0	0.1	0.0
Other/unknown	541	5.2	3.3	3.8	3.2
No plans to enroll	1,827	9.7	10.9	15.2	19.3

Note. Multiple response item; numbers and percentages are not additive. Unknowns have been excluded.

Table 13

TECHNICAL PROGRAMS IN WHICH RESPONDENTS WOULD BE MOST LIKELY TO ENROLL BY SELF-REPORTED GRADES

High School Program	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly < C
Allied health careers	2,617	22.4%	21.7%	17.2%	12.7%
Commercial art/computer graphics	1,226	9.9	9.9	8.4	7.3
Computer programming	1,136	10.4	8.8	8.0	4.8
Auto body repair	983	3.0	4.9	10.3	16.6
Auto mechanics	819	4.3	5.1	7.2	10.6
Cosmetology	566	2.6	3.8	5.2	6.2
Carpentry	334	1.4	2.2	3.1	4.1
Drafting, computer-aided	315	2.5	2.8	2.0	1.3
Electronics	275	1.7	1.9	2.3	2.5
Fashion merchandising	240	1.4	1.9	2.1	1.3
TV & radio production	196	1.2	1.5	1.7	1.2
Fashion design & construction	188	1.1	1.7	1.5	0.9
Appliance repair	167	0.7	1.0	1.6	2.3
Drafting, technical	137	1.0	1.2	0.8	1.1
Food production	120	0.6	0.9	1.1	1.0
Office & secretarial skills	116	1.0	0.8	0.8	1.1
Consumer home economics	102	1.0	0.6	0.8	0.7
Biomedical equipment repair	96	0.9	0.8	0.6	0.3
Graphic arts (printing)	98	0.6	0.6	0.8	1.4
Computer repair	91	0.5	0.6	0.8	0.7
Building & grounds maintenance	86	0.4	0.5	0.8	1.2
Word processing	67	0.8	0.5	0.4	0.2
Geographic mapping technology	59	0.2	0.6	0.5	0.3
Robotic & computer machining	34	0.3	0.3	0.3	0.0
Machine shop & maintenance	27	0.1	0.1	0.3	0.5
Older adult care	26	0.3	0.1	0.3	0.3
Copy machine repair	24	0.0	0.2	0.2	0.5
Small engine repair	24	0.1	0.2	0.1	0.5
TV/VCR/CD repair	24	0.2	0.1	0.2	0.2
Plumbing	23	0.1	0.1	0.2	0.6
Welding	17	0.1	0.1	0.2	0.1
Warehousing & distribution	9	0.0	0.1	0.0	0.2
Residential electricity	5	0.0	0.0	0.1	0.0
Other/unknown	528	3.7	3.9	4.2	3.9
No plans to enroll	1,800	19.6	13.6	10.5	9.0

Note. Multiple response item; numbers and percentages are not additive. Unknowns have been excluded.

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Table 14

EDUCATIONAL PROFILE

	Number of 1994 Responses	1994 Percent	1991 Percent	1987 Percent
Evaluation of High School Preparation for Future				
Very well prepared	2,827	20.2%	15.8%	15.2%
More than adequately prepared	3,555	25.5	24.4	25.3
Adequately prepared	6,421	46.0	49.0	49.6
Less than adequately prepared	828	5.9	8.0	6.9
Very poorly prepared	261	1.9	2.6	2.4
Unknown	74	0.5	0.2	0.6
Areas in Which Additional Assistance is Needed [1]				
Securing scholarships/financial aid	8,579	65.0%	61.0%	53.6%
Gaining practical work experience in chosen career field	7,663	58.1	48.7	52.9
Selecting a college major [2]	7,502	56.8	51.5	50.5
Developing job-hunting/interviewing skills	7,054	53.5	49.4	47.7
Selecting a career [2]	6,641	50.3	51.5	50.5
Developing effective learning strategies (note taking, etc.)	6,606	50.1	56.1	54.1
Improving mathematics skills	6,202	47.0	51.1	46.5
Expressing ideas in writing	4,654	35.3	37.5	34.5
Increasing reading speed and improving reading comprehension	5,652	42.8	43.8	41.0
Improving problem-solving and decision-making skills	4,714	35.7	n.a	n.a
Improving speaking/listening skills	4,062	30.8	n.a	n.a
Other/unknown	592	4.5	6.1	0.0

Notes. [1] Multiple response item; numbers and percentages are not additive.
[2] In 1987 and 1991 these questions were combined and read, "Selecting a career or college major."
[3] New item added to 1994 survey.

Table 15

EVALUATION OF HIGH SCHOOL PREPARATION BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Very Good	More Than Adequate	Adequate	Less Than Adequate	Very Poor
Gender						
Male	6,807	20.4%	25.7%	44.2%	7.1%	2.6%
Female	6,837	20.3	25.7	48.1	4.9	1.0
Class Level						
Freshman	4,005	29.1%	28.1%	38.6%	3.0%	1.2%
Sophomore	3,611	20.0	27.0	45.5	5.5	2.0
Junior	3,169	14.8	23.4	52.7	7.1	2.0
Senior	3,087	14.9	23.1	50.5	9.1	2.4
Self-Reported Grades						
Mostly A	2,793	28.5%	32.2%	34.7%	3.5%	1.1%
Mostly A and B	5,225	23.0	28.0	43.6	4.6	0.9
Mostly B and C	4,172	14.1	22.4	54.5	7.1	1.9
Mostly less than C	1,378	11.5	13.4	55.1	13.0	7.0

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 16

AREAS IN WHICH ADDITIONAL ASSISTANCE IS NEEDED BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Securing Fin. Aid	Gaining Work Experience	Selecting a College Major	Job-Hunting Skills	Selecting a Career	Learning Strategies
Gender							
Male	6,370	62.9%	56.8%	56.1%	51.6%	49.9%	50.5%
Female	6,616	67.3	59.5	57.5	55.4	50.7	49.7
Class Level							
Freshman	3,769	57.6%	57.5%	57.8%	56.7%	49.9%	46.6%
Sophomore	3,437	65.3	61.0	59.5	57.9	51.2	50.5
Junior	3,019	67.5	57.8	57.5	51.7	51.6	53.3
Senior	2,952	71.6	55.6	51.9	45.8	48.3	50.6
Self-Reported Grades							
Mostly A	2,649	71.3%	62.2%	61.7%	60.1%	54.6%	39.3%
Mostly A and B	4,981	66.9	59.6	59.0	55.6	50.7	48.6
Mostly B and C	3,981	61.4	55.3	53.3	49.0	47.3	55.9
Mostly less than C	1,296	58.6	53.5	50.0	45.9	49.0	60.0

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Multiple response item; percentages not additive.

Table 16 (continued)

AREAS IN WHICH ADDITIONAL ASSISTANCE IS NEEDED BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Improve Math	Writing Skills	Reading Skills	Problem-Solving/ Decision-Making	Speaking & Listening
Gender						
Male	6,370	42.7%	36.2%	45.8%	34.3%	32.5%
Female	6,616	50.9	34.2	39.7	36.9	29.1
Class Level						
Freshman	3,769	46.2%	31.2%	39.2%	34.8%	28.8%
Sophomore	3,437	46.2	33.4	41.8	36.5	32.2
Junior	3,019	46.7	36.6	44.3	35.8	30.9
Senior	2,952	49.4	41.2	47.2	35.8	31.5
Self-Reported Grades						
Mostly A	2,649	33.0%	32.3%	38.2%	32.6%	28.2%
Mostly A and B	4,981	45.6	34.1	41.7	35.3	30.4
Mostly B and C	3,981	55.0	37.1	44.8	36.6	31.0
Mostly less than C	1,296	55.3	39.7	49.7	40.6	36.6

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Multiple response item; percentages not additive.

Table 17

EMPLOYMENT PROFILE

	Number of Responses	Percent
Currently Employed		
Yes	6,189	44.3%
No	7,512	53.8
Unknown	265	1.9
Where		
Restaurant/fast food/motel	2,010	32.5%
Retail sales (grocery, clothing, etc.)	1,272	20.6
Outdoor service (parks/rec. lawn service, farming, etc.)	508	8.2
Personal service (child care, housework, etc.)	433	7.0
Retail service (video rental, dry cleaners, etc.)	372	6.0
Office & clerical support	248	4.0
Manufacturing/warehouse	118	1.9
Other/unknown	1,228	19.8
Average Hours Worked Per Week		
1 - 10	1,296	20.9%
11 - 20	2,702	43.7
21 - 30	1,339	21.6
31 - 40	419	6.8
Over 40	115	1.9
Unknown	318	5.1
Mean = 19.4; Median = 20.0 hrs./week		
Do Volunteer Work		
Yes	2,864	20.5%
No	10,646	76.2
Unknown	456	3.3
Mean = 16.7; Median = 10.0 hrs./month		

Table 18

EMPLOYMENT STATUS BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Employed	Not Employed
Gender			
Male	6,791	47.4%	52.6%
Female	6,843	42.9	57.1
Class Level			
Freshman	3,920	18.6%	81.4%
Sophomore	3,567	36.1	63.9
Junior	3,139	62.4	37.6
Senior	3,053	72.3	27.7
Self-Reported Grades			
Mostly A	2,795	34.6%	65.4%
Mostly A and B	5,228	42.7	57.3
Mostly B and C	4,163	52.8	47.2
Mostly less than C	1,363	54.7	45.3

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 19

AVERAGE HOURS WORKED PER WEEK BY EMPLOYED RESPONDENTS BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Hours Worked Per Week 1 - 10	11 - 20	21 - 30	31 - 40	Over 40
Gender						
Male	3,044	22.0%	41.6%	24.4%	9.3%	2.6%
Female	2,798	22.2	50.9	21.1	4.7	1.1
Class Level						
Freshman	636	48.1%	32.5%	10.2%	5.3%	3.8%
Sophomore	1,189	28.8	46.9	15.5	6.1	2.7
Junior	1,895	18.0	47.4	25.2	7.7	1.6
Senior	2,144	14.2	48.2	28.5	7.8	1.3
Self-Reported Grades						
Mostly A	906	38.4%	44.6%	11.8%	3.2%	2.0%
Mostly A and B	2,121	25.5	47.8	20.8	4.4	1.5
Mostly B and C	2,100	15.0	46.7	26.9	9.6	1.8
Mostly less than C	704	11.5	40.9	31.0	12.9	3.7

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 20

FUTURE PLANS

	Number of 1994 Responses	1994 Percent	1991 Percent	1987 Percent
Principal Activity Planned After High School				
Go to school full-time	8,791	62.9%	70.5%	60.1%
Unsure about future plans	1,631	11.7	9.3	11.3
Take time off	897	6.4	6.5	7.1
Go to work full-time	655	4.7	7.8	7.1
Enter the military	412	3.0	3.4	3.7
Care for a home/family	89	0.6	0.4	0.5
Other/unknown	1,491	10.7	2.1	10.2
Educational Plans Following High School				
Begin working toward a degree	8,300	59.4%	59.2%	55.7%
Enroll in job-related courses	2,469	17.7	16.3	17.3
No plans to attend school immediately	1,532	11.0	11.1	12.9
Enroll in a technical education program	694	5.0	4.1	4.0
Enroll in courses for self-improvement	622	4.5	3.9	4.4
Other/unknown	349	2.4	5.4	5.7
Highest Level of Education Planned				
High school diploma	528	3.8%	3.6%	3.9%
Some college, no degree	332	2.4	2.4	3.1
Vocational certificate	227	1.6	1.9	2.7
Associate's degree (2-year)	573	4.1	5.4	6.5
Bachelor's degree (4-year)	4,094	29.3	31.6	35.7
Master's degree	4,124	29.5	28.2	24.8
Doctoral or professional degree	3,638	26.0	24.1	19.3
Unknown	450	3.2	2.8	4.0

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 21

FUTURE PLANS BY GENDER

	Number of Responses	Male	Female
Principal Activity Planned After High School			
Go to school full-time	8,702	59.6%	69.0%
Unsure about future plans	1,592	13.1	10.4
Take time off	878	7.9	5.1
Go to work full-time	638	6.1	3.3
Enter the military	401	4.8	1.1
Care for a home/family	84	0.5	0.8
Other/unknown	1,234	8.0	10.2
Educational Plans Following High School			
Begin working toward a degree	8,211	57.4%	64.8%
Enroll in job-related courses	2,428	17.0	19.1
No plans to attend school immediately	1,495	13.8	8.5
Enroll in a technical education program	686	7.3	2.9
Enroll in courses for self-improvement	606	4.5	4.6
Multiple response	7	0.0	0.1
Highest Level of Education Planned			
High school diploma	520	4.4%	3.3%
Some college, no degree	323	2.9	1.9
Vocational certificate	225	2.1	1.3
Associate's degree (2-year)	567	4.4	4.0
Bachelor's degree (4-year)	4,067	30.8	29.8
Master's degree	4,105	30.1	31.0
Doctoral or professional degree	3,625	25.4	28.6

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 22

FUTURE PLANS BY CLASS LEVEL

	Number of Responses	Class Level 9th	10th	11th	12th
Principal Activity Planned After High School					
Go to school full-time	8,779	58.6%	62.6%	66.6%	70.0%
Unsure about future plans	1,628	15.8	12.9	9.9	7.5
Take time off	897	7.4	7.7	6.2	4.5
Go to work full-time	651	4.6	4.1	5.3	5.0
Enter the military	411	3.9	3.2	2.3	2.3
Care for a home/family	89	0.7	0.8	0.6	0.5
Other/unknown	1,262	9.0	8.8	9.1	10.1
Educational Plans Following High School					
Begin working toward a degree	8,291	58.9%	60.2%	60.8%	64.6%
Enroll in job-related courses	2,466	20.0	18.1	17.6	16.3
No plans to attend school immediately	1,529	11.3	12.3	11.4	9.8
Enroll in a technical education program	691	6.1	5.1	5.2	3.6
Enroll in courses for self-improvement	620	3.7	4.2	4.9	5.6
Multiple response	8	0.1	0.0	0.1	0.1
Highest Level of Education Planned					
High school diploma	527	4.9%	4.1%	3.7%	2.7%
Some college, no degree	332	2.4	2.9	2.7	1.7
Vocational certificate	227	1.5	1.5	1.7	2.1
Associate's degree (2-year)	573	4.0	4.2	4.7	4.3
Bachelor's degree (4-year)	4,090	27.4	28.4	32.5	34.1
Master's degree	4,114	31.8	30.4	28.6	30.9
Doctoral or professional degree	3,631	28.0	28.5	26.1	24.2

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 23

FUTURE PLANS BY SELF-REPORTED GRADES

	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly < C
Principal Activity Planned After High School					
Go to school full-time	8,654	81.6%	72.0%	54.1%	31.0%
Go to work full-time	629	1.9	2.9	6.4	11.9
Enter the military	400	1.6	2.1	3.9	6.1
Care for a home/family	87	0.3	0.3	1.0	1.8
Take time off	872	2.6	4.0	9.6	14.3
Unsure about future plans	1,570	6.2	10.5	13.7	21.0
Other/unknown	1,235	5.8	8.2	11.3	13.9
Educational Plans Following High School					
Begin working toward a degree	8,173	78.2%	67.2%	51.4%	32.9%
Enroll in job-related courses	2,404	12.5	18.4	20.8	19.2
No plans to attend school immediately	1,487	4.0	6.1	15.5	32.1
Enroll in a technical education program	678	3.1	4.5	6.1	8.5
Enroll in courses for self-improvement	605	2.2	3.7	6.2	7.4
Multiple response	7	0.0	0.1	0.0	0.1
Highest Level of Education Planned					
High school diploma	510	1.7%	2.0%	4.6%	13.0%
Some college, no degree	323	0.9	1.3	3.5	6.5
Vocational certificate	223	0.5	0.9	2.5	4.7
Associate's degree (2-year)	566	1.1	2.4	6.5	10.9
Bachelor's degree (4-year)	4,054	19.2	29.1	38.5	33.3
Master's degree	4,087	32.9	34.7	27.3	19.6
Doctoral or professional degree	3,599	43.7	29.6	17.1	12.0

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 24

PRINCIPAL ACTIVITY AFTER HIGH SCHOOL BY ATTENDANCE CENTER

Attendance Center	Number of Responses	School Full-time	Work Full-time	Enter the Military	Care for Family	Time Off	Unsure/ Other
Blue Valley	657	69.1%	3.5%	1.8%	0.9%	5.3%	19.3%
Blue Valley North	657	80.5	1.1	2.1	0.3	2.1	13.8
Blue Valley Northwest	987	78.2	2.1	1.8	0.4	3.6	13.8
DeSoto	509	54.0	8.4	4.5	0.6	7.1	25.4
Gardner-Edgerton	474	51.9	8.2	4.9	1.5	8.0	25.5
Olathe East	1,252	62.9	2.9	3.4	0.5	6.2	24.2
Olathe North	1,208	57.3	6.5	4.0	0.6	8.0	23.6
Olathe South	1,299	64.0	5.2	3.3	0.8	5.8	20.9
Shawnee Mission A.E.P.	128	19.5	14.8	7.0	7.0	14.1	37.5
Shawnee Mission East	981	71.6	2.2	1.7	0.2	5.8	18.4
Shawnee Mission North	1,460	54.3	7.7	3.6	0.6	9.9	23.9
Shawnee Mission NW	1,114	65.4	4.3	2.4	0.6	8.0	19.3
Shawnee Mission South	1,295	71.4	3.0	1.8	0.4	4.5	18.9
Shawnee Mission West	1,392	62.4	4.6	3.6	0.6	6.8	22.0
Spring Hill	325	49.8	11.4	3.4	0.9	8.6	25.9
Total	13,738	64.0%	4.8%	3.0%	0.6%	6.5%	21.1%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 25

EDUCATIONAL PLANS AFTER HIGH SCHOOL BY ATTENDANCE CENTER

Attendance Center	Number of Responses	Job-Related Courses	Self-Improvement	Technical Program	Degree Track	Unsure/ No Plans
Blue Valley	646	16.6%	2.9%	5.6%	65.0%	9.9%
Blue Valley North	647	16.2	4.0	3.4	73.1	3.2
Blue Valley Northwest	966	16.9	4.7	4.9	67.9	5.6
DeSoto	502	22.3	3.6	4.2	55.4	14.5
Gardner-Edgerton	480	18.1	4.0	6.0	56.9	15.0
Olathe East	1,240	18.1	5.3	4.8	61.3	10.6
Olathe North	1,204	17.9	4.0	5.2	57.8	15.1
Olathe South	1,294	18.1	3.1	4.1	64.1	10.7
Shawnee Mission A.E.P.	128	22.7	3.9	3.9	34.4	35.1
Shawnee Mission East	969	16.4	6.1	3.9	65.3	8.3
Shawnee Mission North	1,439	18.6	5.3	5.7	54.5	15.9
Shawnee Mission NW	1,103	16.9	5.0	5.5	61.3	11.3
Shawnee Mission South	1,296	18.3	4.9	5.7	63.8	7.3
Shawnee Mission West	1,391	20.4	5.2	5.8	56.5	12.1
Spring Hill	320	18.8	3.4	7.2	51.6	19.1
Total	13,625	18.1%	4.6%	5.1%	60.9%	11.3%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 26

HIGHEST LEVEL OF EDUCATION PLANNED BY ATTENDANCE CENTER

Attendance Center	Number of Responses	High School Diploma	Vocational Certificate	Some College	Associate Degree	Bachelor Degree	Graduate Degree
Blue Valley	632	3.2%	2.4%	1.7%	2.4%	30.7%	59.6%
Blue Valley North	638	1.6	1.3	0.8	1.4	24.8	70.1
Blue Valley Northwest	970	2.2	1.0	0.5	1.3	28.1	66.9
DeSoto	501	5.2	3.4	2.2	7.6	27.3	54.3
Gardner-Edgerton	476	6.5	3.8	3.2	10.1	32.1	44.3
Olathe East	1,225	3.2	3.2	1.1	4.1	29.6	58.8
Olathe North	1,198	3.6	2.3	1.9	4.0	33.1	55.1
Olathe South	1,275	3.9	2.0	1.1	3.9	30.2	58.9
Shawnee Mission A.E.P.	123	19.5	7.3	1.6	12.2	22.8	36.6
Shawnee Mission East	963	2.8	2.2	0.7	1.9	30.4	62.0
Shawnee Mission North	1,435	5.4	3.0	3.2	5.7	32.0	50.7
Shawnee Mission NW	1,097	3.0	2.5	1.9	3.8	32.4	56.4
Shawnee Mission South	1,282	3.4	2.5	1.2	2.7	27.8	62.4
Shawnee Mission West	1,381	4.4	1.9	2.2	5.7	31.7	54.1
Spring Hill	320	6.9	4.4	2.5	9.7	33.1	43.4
Total	13,516	3.9%	2.5%	1.7%	4.2%	30.3%	57.4%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 27

FIELD INTO WHICH RESPONDENTS WOULD LIKE TO BUILD CAREERS

Career Field	Number of 1994 Responses	1994 Percent	1991 Percent	1987 Percent
Business	1,915	13.7%	19.4%	25.0%
Health	1,880	13.5	11.3	7.8
Engineering[2]	1,139	8.2	10.5	9.9
Fine or performing arts	1,138	8.1	9.9	7.2
Law/justice system	1,122	8.0	8.0	6.6
Education	1,072	7.7	7.1	4.2
Science	946	6.8	6.1	4.4
Social or human services	778	5.6	5.9	6.8
Technology[3]	573	4.1	n.a	n.a
Communications	464	3.3	4.5	5.5
Military	306	2.2	2.5	3.0
Agriculture	265	1.9	1.2	1.1
Building trades[1]	160	1.1	1.3	2.3
Manufacturing[3]	46	0.3	n.a	n.a
Other	2,162	15.5	12.3	16.2

Notes. [1] Categorized as "trade or industrial" on 1987 and 1991 survey.
[2] Categorized as "engineering or technical" on 1987 and 1991 survey.
[3] New category added to list of career fields in 1994.

Table 28

CAREER FIELD BY GENDER

	Number of Responses	Male	Female
Business	1,892	16.8%	11.4%
Health	1,860	8.1	19.6
Engineering	1,122	14.1	2.7
Fine or performing arts	1,108	6.3	10.2
Law/justice system	1,102	8.2	8.2
Education	1,055	3.6	12.1
Science	938	6.6	7.4
Social or human services	773	2.3	9.2
Technology	563	7.6	0.8
Communications	456	2.7	4.1
Military	300	3.8	0.7
Agriculture	259	2.8	1.1
Building trades	156	2.1	0.2
Manufacturing	45	0.5	0.2
Other	1,790	14.5	12.1

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 29

CAREER FIELD BY CLASS LEVEL

	Number of Responses	Class Level 9th	10th	11th	12th
Business	1,914	11.2%	13.6%	15.6%	16.9%
Health	1,877	13.3	13.6	14.0	14.4
Engineering	1,138	8.7	9.3	7.7	7.5
Fine or performing arts	1,137	8.9	9.5	7.5	7.2
Law/justice system	1,120	10.3	8.0	7.1	7.0
Education	1,070	7.0	5.9	8.8	10.3
Science	943	6.4	7.4	7.2	6.8
Social or human services	777	3.9	5.6	7.2	6.7
Technology	573	5.0	5.0	4.0	2.5
Communications	464	3.2	3.0	3.4	4.2
Military	305	3.0	2.4	1.8	1.5
Agriculture	264	1.8	2.1	1.8	2.1
Building trades	158	1.3	1.0	1.0	1.3
Manufacturing	45	0.3	0.4	0.4	0.2
Other	1,816	15.7	13.2	12.5	11.4

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 30

CAREER FIELD BY SELF-REPORTED GRADES

	Number of Responses	Mostly A	Mostly A & B	Mostly B & C	Mostly <C
Business	1,877	12.1%	14.0%	15.2%	15.1%
Health	1,841	18.7	15.4	10.7	7.0
Engineering	1,117	10.5	8.5	7.5	6.2
Fine or performing arts	1,114	7.3	8.3	9.1	8.7
Law/justice system	1,092	9.9	7.7	7.9	7.3
Education	1,046	7.4	8.4	8.1	5.5
Science	933	10.1	7.9	4.9	3.4
Social or human services	769	4.2	5.9	6.3	6.8
Technology	561	2.9	3.9	4.8	6.2
Communications	453	3.5	3.4	3.8	1.9
Military	301	1.4	1.6	3.0	4.3
Agriculture	262	1.5	1.3	2.7	3.2
Building trades	157	0.6	0.8	1.5	2.9
Manufacturing	45	0.1	0.1	0.5	1.0
Other	1,769	9.7	12.7	14.0	20.6

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report.

Table 31

CHARACTERISTICS INFLUENCING COLLEGE/UNIVERSITY CHOICE

Characteristic	Number of Responses	Major Influence	Minor Influence	Not an Influence
High quality teaching	13,453	73.4%	21.9%	4.7%
Wide range of academic courses	13,448	69.4	25.7	4.9
Good academic reputation	13,462	65.8	28.5	5.7
Availability of financial aid or scholarships	13,478	61.0	29.0	10.0
Practical job training or career preparation	13,431	59.9	33.7	6.4
Specialized courses or programs	13,411	58.8	35.0	6.2
Solid preparation for graduate or professional school	13,408	56.8	35.0	8.1
Low cost	13,535	42.1	46.9	11.0
Located in a desirable part of the country	13,475	39.3	43.8	16.8
Good social life	13,533	38.2	49.4	12.4
Small classes	13,446	36.3	50.1	13.6
Opportunity to participate in varsity athletics	13,458	27.5	32.0	40.6
Large student body with many different kinds of students	13,434	25.1	52.6	22.3
Small student body and friendly atmosphere	13,435	24.6	51.2	24.2
High social prestige	13,400	20.3	52.2	27.4
Located near home	13,484	19.1	43.0	37.9
Religious orientation	13,468	10.4	29.4	60.3

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 32

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND BY ATTENDANCE CENTER

Attendance Center	Number of Responses	Univ. of Kansas	JCCC	Kansas State	Emporia State	Pittsburg State	Wichita State
Blue Valley	538	27.1%	6.9%	11.2%	0.7%	1.7%	0.6%
Blue Valley North	536	24.4	1.1	6.0	0.4	0.7	0.0
Blue Valley Northwest	827	26.2	4.0	6.9	0.4	0.7	0.1
DeSoto	438	32.9	17.4	6.2	1.4	4.6	0.2
Gardner-Edgerton	417	20.6	26.9	7.2	1.2	1.0	1.2
Olathe East	1,037	26.4	13.0	8.9	0.9	0.7	0.5
Olathe North	1,008	29.7	13.3	8.9	1.6	1.4	0.4
Olathe South	1,100	29.9	15.6	6.3	1.5	1.0	0.9
Shawnee Mission A.E.P.	93	12.9	48.4	2.2	0.0	4.3	0.0
Shawnee Mission East	819	26.5	7.6	3.7	0.1	0.7	0.1
Shawnee Mission North	1,195	31.7	16.7	6.8	1.2	1.3	0.3
Shawnee Mission NW	963	29.4	12.3	8.2	1.2	1.6	0.9
Shawnee Mission South	1,146	30.2	9.5	6.2	0.1	0.0	0.0
Shawnee Mission West	1,211	28.2	13.6	9.9	1.3	1.9	0.4
Spring Hill	273	23.1	26.4	12.1	3.3	4.8	1.5
Total	11,601	28.2%	12.7%	7.5%	1.0%	1.3%	0.4%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 32 (continued)

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND BY ATTENDANCE CENTER

Attendance Center	Number of Responses	Ft. Hays State	Other KS Com. Col.	Other KS 4-Year	Missouri Colleges	Out of Area
Blue Valley	538	0.2%	0.7%	1.3%	6.1%	43.5%
Blue Valley North	536	0.0	0.2	1.5	5.4	60.3
Blue Valley Northwest	827	0.0	1.1	1.0	5.7	53.9
DeSoto	438	0.0	0.0	2.5	4.3	30.5
Gardner-Edgerton	417	0.0	0.5	4.6	2.2	34.6
Olathe East	1,037	0.0	0.6	2.7	3.7	42.6
Olathe North	1,008	0.1	2.0	3.2	4.3	35.1
Olathe South	1,100	0.0	0.1	4.6	5.4	34.7
Shawnee Mission A.E.P.	93	0.0	2.2	3.2	3.2	23.6
Shawnee Mission East	819	0.1	0.0	0.6	6.0	54.6
Shawnee Mission North	1,195	0.0	0.3	2.2	3.9	35.6
Shawnee Mission NW	963	0.1	0.8	2.1	4.0	39.4
Shawnee Mission South	1,146	0.0	0.9	0.7	2.1	50.3
Shawnee Mission West	1,211	0.2	2.7	2.2	7.0	32.6
Spring Hill	273	0.4	2.2	1.5	2.9	21.8
Total	11,601	0.1%	0.9%	2.2%	4.6%	41.1%

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 33

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Univ. of Kansas	JCCC	Kansas State	Emporia State	Pittsburg State	Wichita State
Gender							
Male	5,620	26.6%	12.0%	7.6%	0.6%	1.2%	0.7%
Female	5,910	29.7	13.3	7.5	1.4	1.4	0.2
Class Level							
Freshman	3,270	31.9%	8.4%	7.0%	0.4%	0.6%	0.4%
Sophomore	2,932	30.6	10.3	6.7	0.5	0.8	0.5
Junior	2,652	26.8	15.1	8.3	1.2	1.5	0.5
Senior	2,731	22.3	18.1	8.4	2.0	2.4	0.3
Self-Reported Grades							
Mostly A	2,353	27.0%	4.4%	6.6%	0.8%	0.6%	0.2%
Mostly A & B	4,552	30.7	9.6	7.8	1.0	1.2	0.4
Mostly B & C	3,538	27.2	18.0	8.4	1.1	1.6	0.4
Mostly Less Than C	1,043	22.6	26.9	5.3	1.1	2.8	1.1

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

Table 33 (continued)

FIRST CHOICE COLLEGE OR UNIVERSITY TO ATTEND BY GENDER, CLASS LEVEL, AND SELF-REPORTED GRADES

	Number of Responses	Ft. Hays State	Other KS Com. Col.	Other KS 4-Year	Missouri Colleges	Out-of-Area
Gender						
Male	5,620	0.1%	0.9%	1.6%	4.9%	43.8%
Female	5,910	0.0	0.9	2.8	4.3	38.5
Class Level						
Freshman	3,270	0.0%	0.8%	1.9%	3.6%	45.0%
Sophomore	2,932	0.0	0.7	2.2	4.3	43.4
Junior	2,652	0.0	1.0	2.1	4.5	39.0
Senior	2,731	0.2	1.2	2.7	6.1	36.3
Self-Reported Grades						
Mostly A	2,353	0.0%	0.4%	2.3%	5.7%	52.1%
Mostly A & B	4,552	0.0	0.8	2.4	4.0	42.1
Mostly B & C	3.538	0.1	1.2	2.1	4.8	35.1
Mostly less than C	1,043	0.1	1.6	1.8	3.7	33.0

Note. The number of responses excludes unknowns and thus may vary from totals detailed elsewhere in this report. Percentages are in rows additive to approximately 100% (due to computer rounding).

APPENDIX B

SURVEY INSTRUMENT

CAREER AND EDUCATIONAL INTERESTS OF
JOHNSON COUNTY PUBLIC HIGH SCHOOL STUDENTS
FALL 1994

Dear Student:

The Johnson County public schools, in cooperation with Johnson County Community College, are conducting this study to learn more about your career and educational interests and plans. Your responses will help school officials plan to meet your needs and prepare even better education programs for future students. All individual responses will be kept strictly confidential and reported as group data only. Your cooperation in providing thoughtful and serious answers is very much appreciated. Thank you for your help.

HIGH SCHOOL INFORMATION

1. What high school do you attend (or will you attend next year)?

_____1. Blue Valley	_____ 6. Olathe East	_____11. Shawnee Mission North
_____2. Blue Valley North	_____ 7. Olathe North	_____12. Shawnee Mission NW
_____3. Blue Valley Northwest	_____ 8. Olathe South	_____13. Shawnee Mission South
_____4. DeSoto	_____ 9. Shawnee Mission A.E.P.	_____14. Shawnee Mission West
_____5. Gardner-Edgerton	_____10. Shawnee Mission East	_____15. Spring Hill

Check if you also attend: _____16. Olathe Area Vocational Technical School (AVTS) _____17. Broadmoor Center

2. What is your current grade level?

_____1. Freshman	_____3. Junior
_____2 Sophomore	_____4. Senior

3. Which of the following most closely describes your high school program of study? (Check only one)

_____1. Prepare for college	_____4. General education to prepare for life
_____2. Gain skills for employment	_____5. Other (please specify)_____
_____3. Prepare for a specific career	

4. How well do you feel your high school is preparing you for your future?

_____1. Very well	_____4. Less than adequately
_____2. More than adequately	_____5. Very poorly
_____3. Adequately	

Comments about your high school preparation:_____

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5. Do you feel you need more help in any of the following areas?

	YES	NO
A. Expressing ideas in writing	____	____
B. Increasing reading speed and improving reading comprehension	____	____
C. Improving communication skills (speaking & listening)	____	____
D. Improving mathematics skills	____	____
E. Developing effective learning strategies (note-taking, study skills and habits, test-taking, etc.)	____	____
F. Selecting a career	____	____
G. Selecting a college major	____	____
H. Securing scholarships or financial aid for additional schooling	____	____
I. Developing job-hunting and interviewing skills	____	____
J. Gaining practical work experience in your career field	____	____
K. Improving problem-solving & decision-making skills	____	____
L. Other (please specify)	____	____

_____

6. In which of the following technical areas would you be ***most likely*** to enroll if they were available in your high school or at the AVTS? **(Check no more than three possibilities)**

_____ 1. Allied health careers (nurse aide, home health care, medical record tech., etc.)
_____ 2. Appliance repair
_____ 3. Auto body repair
_____ 4. Auto mechanics
_____ 5. Biomedical equipment repair
_____ 6. Building & grounds maintenance
_____ 7. Carpentry
_____ 8. Commercial art/computer graphics
_____ 9. Computer programming
_____ 10. Computer repair
_____ 11. Consumer home economics
_____ 12. Copy machine repair
_____ 13. Cosmetology
_____ 14. Drafting, computer-aided
_____ 15. Drafting, technical
_____ 16. Early childhood education
_____ 17. Electronics
_____ 18. Fashion merchandising
_____ 19. Fashion design & construction
_____ 20. Food production
_____ 21. Geographic mapping technology
_____ 22. Graphic arts (printing)
_____ 23. Machine shop & maintenance
_____ 24. Office & secretarial skills
_____ 25. Older adult care
_____ 26. Plumbing
_____ 27. Residential electricity
_____ 28. Robotic & computer numerical control machining
_____ 29. Small engine repair
_____ 30. TV & radio production
_____ 31. TV/VCR/CD repair
_____ 32. Warehousing & distribution
_____ 33. Welding
_____ 34. Word processing
_____ 35. Other (please specify)_____

_____

_____

_____ 99. No plans to enroll in any technical education program in high school

7. Tech prep is a program of study which prepares students for a career in business, health and human services, or in engineering technology. Upon successful completion of the high school component of tech prep, students have the option of going on to earn an associate's degree or continuing their studies at a 4-year college or university. Many of the areas listed above are part of a tech prep curriculum. How familiar are you with tech prep ***in your school***?

_____ 1. Currently enrolled in tech prep (If currently enrolled, please skip to question 9)
_____ 2. Very familiar but not enrolled
_____ 3. Somewhat familiar
_____ 4. Not very familiar
_____ 5. Not at all familiar

8. How interested are you in learning more about tech prep and possibly enrolling in the program at your school?

_____1. Not at all interested
_____2. Not very interested
_____3. Somewhat interested
_____4. Very interested

See your high school counselor to learn more about what tech prep can do for you.

FUTURE CAREER AND EDUCATIONAL PLANS

9. Which of the following ***best*** describes your plans for your first year after high school? (Check only one)

_____1. Go to school full-time
_____2. Go to work full-time
_____3. Enter the military
_____4. Care for a home/family
_____5. Take time off before making plans
_____6. Unsure about my future plans
_____7. Other (please specify)_____

_____

10. In which general occupational field would you eventually like to build your career? (Check only one)

_____1. Agriculture
_____2. Building trades
_____3. Business
_____4. Communications
_____5. Education
_____6. Engineering
_____7. Fine or performing arts
_____8. Health
_____ 9. Law/justice system
_____10. Manufacturing
_____11. Military
_____12. Science
_____13. Social or human services
_____14. Technology
_____15. Other (please specify)_____

11. Which of the following best describes your ***educational plans*** for the first year after high school? (Check one)

_____1. Enroll in a few job-related courses
_____2. Enroll in a few courses for self-improvement
_____3. Enroll in a technical education program
_____4. Begin working toward a degree
_____5. No plans to attend school the first year after high school

12. When selecting a technical school or college, how much do each of the following characteristics influence your choice?

	Major Influence	Minor Influence	Not an Influence
A. Low cost	3	2	1
B. Good social life	3	2	1
C. High social prestige	3	2	1
D. Religious orientation	3	2	1
E. Located near home	3	2	1
F. Located in a desirable part of the country	3	2	1
G. Availability of financial aid or scholarships	3	2	1
H. Opportunity to participate in varsity athletics	3	2	1
I. Small student body and friendly atmosphere	3	2	1
J. Large student body with many different kinds of students	3	2	1
K. High quality teaching	3	2	1
L. Small classes	3	2	1
M. Good academic reputation	3	2	1
N. Wide range of academic courses	3	2	1
O. Practical job training or career preparation	3	2	1
P. Specialized courses or programs	3	2	1
Q. Solid preparation for graduate or professional school	3	2	1

13. If you decide to go on to school after high school, which schools would be your first and second choice to attend?

1. _____

2. _____

14. What is the highest level of education you hope to attain? (check only one)

_____1. High school diploma
_____2. Some college, no degree
_____3. Vocational certificate
_____4. Associate's degree (2-year)
_____5. Bachelor's degree (4-year)
_____6. Master's degree
_____7. Doctoral or professional degree

GENERAL INFORMATION

15. What grades have you earned in high school thus far?

_____1. Mostly A
_____2. Mostly A & B
_____3. Mostly B
_____4. Mostly B & C
_____5. Mostly C
_____6. Mostly C & D
_____7. Mostly D
_____8. Mostly F

16. Are you ***currently*** employed in a paid job?

_____1. No
_____2. Yes: Average number of hours worked per week_____

Type of business where employed (check only one)

_____1. Restaurant/fast food/motel
_____2. Retail sales (grocery, clothing, etc.)
_____3. Retail service (video rental, dry cleaners, theaters, telemarketing, delivery service)
_____4. Personal service (child care, housework, nurse/teacher aide, etc.)
_____5. Office & clerical support
_____6. Outdoor service (parks & rec., lawn service, farm work, etc.)
_____7. Manufacturing/warehouse
_____8. Other (please specify)_____

17. Do you currently do any volunteer work?

_____1. No
_____2. Yes: Average number of hours spent doing volunteer work per month_____

18. Sex:

_____1. Male
_____2. Female

19. Home ZIP Code_____

Any comments or suggestions you may have which would help us in meeting your future needs would be appreciated.

Thank you for your help!

Johnson County Community College